CHAPTER 3

Police Subculture

1. Recruiting Qualified Applicants
   A. Those Who Walk on Water
      1. Applicants typically come from lower-middle-class or working-class backgrounds
      2. Generally have a high school education and a history of employment
      3. Different from the stereotype of the police officer as authoritarian and suspicious

4. Police applicants are motivated by
   a. Helping people
   b. Job security
   c. Fighting crime
   d. Job excitement
   e. Prestige
   f. A lifetime interest

5. Some research indicates that the typical police applicant is very similar to the average college student.
6. Using the MMPI, police applicants differ from the general population in several ways
   a. Applicants are more psychologically healthy
   b. Less depressed and anxious
   c. More assertive
   d. Greater tendency to present a good impression of themselves
   e. They are a more homogenous group

7. Female applicants
   a. Tend to be more assertive and nonconforming than male applicants
   b. Higher energy levels
   c. Less likely to identify with traditional sex roles
8. Applicants should be free of emotional reactions
9. Should not be impulsive or overly aggressive
10. Need logically skills

B. Recruiting Problems and Successes
   1. The state of the economy can have a strong influence on recruitment
   2. A low unemployment rate makes for more competition from the private sector
   3. Recruiting and retaining women in policing
      a. Gender bias
      b. Sexual harassment
      c. About 60% of female officers who leave their agency do so during their second to fifth years on the job
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II. Testing
   A. Written examinations
      1. Larger police departments and state police agencies use four types of written tests
         a. Cognitive tests
         b. Personality-type tests
         c. Interest inventories
         d. Biographical data inventories
      2. Psychological screening test
         a. Stability
         b. Suitability
         c. Interest inventories
      d. Biographical data inventories
   B. Physical agility test
      1. One test is based on the theory that police perform three basic functions
         a. Getting to the problem
         b. Resolving the problem
         c. Removing the problem
      2. The test should test for actual job requirements
      3. Does not discriminate on the basis of gender, race, height, age, and physical condition
   C. Oral interview
      1. Used by more than 90% of all agencies
      2. Looks at appearance of the candidate, ability to communicate, reason, and general poise
      3. Spares no expense
      4. Discover any bones buried in the applicant’s background
   D. Character investigation
      1. One of the most subjective yet most important factors an applicant may possess
      2. Involves talking to past and current friends, coworkers, teachers, neighbors
      3. Spares no expense
      4. Discover any bones buried in the applicant’s background
   E. Polygraph examination
      1. 62% of the nation’s 626 largest police agencies use the polygraph
      2. 90% of these agencies automatically reject applicants who refuse to take the polygraph
   F. Medical examination and drug screening

III. Academy Training
   A. Types of academies
      1. Concern for well-trained officers and avoiding civil liability
      2. For many, it provides the bulk of the formal training
      3. In-house police academies
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4. State and regional academies
5. Preservice model
   a. Becoming more popular
   b. Civilians attend police academies at their own costs
   c. Agencies do not incur any costs in this style

B. The Curriculum
   1. Basic recruit academy provides training in:
      a. Criminal justice system
      b. The law
      c. Human values and problems
      d. Patrol and investigative procedures
      e. Police proficiency

2. John Broderick contended there are three types of academies
   a. The plebe system (or stress academy)
      i. Intended to emphasize physical, mental, and emotional activities
   b. Technical training model
      i. Similar to advanced military training
      ii. Emphasis on operational skills and use of equipment
      iii. Graduates are good at report writing, radio procedures, knowledge of the laws
   c. The College system
      i. Stresses professionalism
      ii. Stresses discussion and problem analysis

3. The curricula of basic training academies has not changed much since 1986
   a. There is a lack of congruence between the curriculum taught and the responsibilities of COPPS

C. New Uniform and Demeanor
   1. The uniform sets the recruit apart from the rest of society
   2. Image
   3. Badge

D. A Sixth Sense
   1. Suspicion
   2. Trained to be observant, develop knowledge of the territory, notice the normal
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3. Situations that may cause suspicion
   a. People who do not belong where they are observed
   b. Automobiles that do not look right
   c. Businesses open at odd hours
   d. People that appear visibly rattled
   e. Solicitors in a residential neighborhood
   f. Hitchhikers
   g. A lone male sitting in a car near a shopping center or school paying unusual attention to women or children
   h. A person wearing a coat on a hot day

4. A major tool is the recruit’s body
   a. Gain a physical advantage
   b. Hands-on training
      i. Hogan’s Alley
      ii. Computer-based training
      iii. Virtual reality

IV. Postacademy Field Training
   A. Field Training Officer Concept
      1. Most FTO programs consist of four phases
         a. Introductory phase
         i. Recruit learns agency policy and laws
         b. Training and evaluation phases
         i. Recruit is introduced to the more complicated tasks
         c. Final phase
         i. The FTO acts as an observer while the recruit performs all the functions of a patrol officer

B. New Technology
   1. Automated Daily Observation Report and Evaluation (ADORE)
   2. Pursuit simulation

V. A Working Personality
   A. Developing and Using a Police Personality
      1. Jerome Skolnick
         a. Danger – a constant feature of police work
         b. Authority – must be established by the officer

2. Niederhoffer
   a. Study of police cynicism in 1967
      i. Cynicism spikes after the recruit leaves the academy
      ii. From about 2 to 6 years of service, cynicism levels increase but at a slower rate
      iii. From about 8 to 13 years of service, cynicism actually begins to decline
      iv. Toward the end of the career, the degree of cynicism levels off
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3. John Broderick
   a. Four types of police personalities
      i. Enforcer
         - Keep the beats clean, make good arrests, sometimes help people
         - Sympathy for vagrants, elderly, working poor
         - High job dissatisfaction and an attitude of resentment
   ii. Idealists
      - High value on individual rights and due process
      - Keep the peace, protect citizens, preserve social order
      - Commitment to the job is the lowest among the four groups
      - Less likely to recommend the job
   iii. Realists
      - Little emphasis on either social order or individual rights
      - Seems less frustrated
      - Seem less frustrated
      - Found a way to come to terms with a difficult job
      - See many problems in policing
   iv. Optimists
      - High value on individual rights
      - See the job as people-oriented instead of crime-oriented
      - Opportunities to help people
      - Have lowest amount of resentment
      - Committed to the job
      - Would choose policing as a career again

B. What Traits Make a Good Cop?
   1. Enthusiasm
   2. Good communication skills
   3. Good judgment
   4. Sense of humor
   5. Creativity
   6. Self-motivation
   7. Courage
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B. Role Conflicts
   1. Need to be explicit about the police role
      a. Recruit and select competent personnel when we have a clear vision of what the police are supposed to accomplish
      b. Evaluation for retention and promotion
      c. Budgetary decisions
      d. Public cooperation

Policing Functions and Styles

1. Four basic functions
   a. Enforcing the laws
   b. Performing services
   c. Preventing crime
   d. Protecting the innocent

2. James Q. Wilson saw different functions

   a. Maintaining order
      i. Constitutes most of the activities of the police
      ii. Peacekeeping
   b. Law enforcement
      i. Upholding statutes

3. Wilson’s three distinctive policing styles
   a. Watchman
      i. Involves the officer as the ‘neighbor’
      ii. Primary function is order maintenance
      iii. People are going to occasionally act up
      iv. Letter of the law versus the spirit of the law
   b. Legalistic style
      i. The officer as the ‘soldier’
      ii. Takes a much harsher view of the law
      iii. The purpose of the law is to punish
   c. Service style
      i. The officer as the ‘teacher’
      ii. Falls between watchman and legalistic styles
      iii. Protect public order
      iv. Less likely to respond by making an arrest
      v. Frequently use informal sanctions